



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

SECONDARY EDUCATION IN THE UNITED STATES¹ AN HISTORICAL SKETCH

II. THE ACADEMIC PERIOD²

THE present University of Michigan is the third of a series of institutions incorporated in the attempt to establish a comprehensive system of public instruction. The first was the Catholepistemiad or University of Michigania, established by territorial enactment in 1817. This was certainly one of the most whimsical institutions of education ever established by man. Yet it embodied an imposing and comprehensive scheme of education of the several grades from the lowest to the highest. "The president and didactors, or professors," were given power, among other things, "to establish colleges, academies, schools, libraries, museums, athenæums, botanic gardens, laboratories, and other useful literary and scientific institutions consonant to the laws of the United States of America and of Michigan, and to provide for and appoint directors, visitors, curators, librarians, and instructors, instratrixes, in, among, and throughout the various countries, cities, towns, townships, and other geographical divisions of Michigan." In fact, several primary schools were opened under the provisions of this act; a classical school was organized in Detroit in 1818, and the "First College of Michigania" was established in the same city in 1817.

This act was repealed in 1821 and in place of the Catholepistemiad there was set up a University of Michigan. This university was continued in the control of the little system of schools already established. But little more was accomplished till the admission of Michigan into the Union. The legislature of the new state passed an act in 1837 establishing the present University of the state.

The statute for this establishment of the University of Michigan provided for the opening of "branches" in different parts of the state. These branches were to serve as preparatory schools and as schools for the training of teachers. The regents as soon as they were organized began establishing such schools, and apparently there were nine in all begun before this policy was discontinued, about 1849. These schools

¹Copyright, 1897, by Elmer E. Brown.

²Continued from May number.

performed a good service in promoting secondary education, in calling forth the competition of towns where they were not established, and in sending well prepared students to the University. Their maintenance was too great a tax on the resources of the struggling institution. Yet there were those who, when they were at last given up, would much rather have seen the university itself closed and the schools continued. Several academies had been started and incorporated, under various names, in Michigan territory, within the decade preceding the establishment of the university by the newly admitted state. When the "branches" disappeared a new era had dawned, and the place of those preparatory schools was largely taken by the new "high schools."¹

Secondary education in Illinois seems to have begun with the admission of the territory to statehood. The first legislature, in 1819, incorporated Madison Academy at Edwardsville, and Washington Academy at Carlyle. Mr. Baker, the father of General Baker of Oregon, who was killed at Ball's Bluff, opened an academy in Bellville about 1825. The legislature of 1826-7 incorporated an academy in Monroe,² endowed it with school lands, and added the injunction that only useful knowledge is to be sought. The next and much more significant movement in secondary education in this state was in connection with the establishment of the early colleges. Although favorable to academies, the early Illinois legislatures were seemingly fearful of colleges. The dread of ecclesiastical influence seems to have had much to do with their reluctance to grant college charters.³ Rock Springs Seminary, containing the germ of Shurtleff College, was established in 1827, having grown from a school opened three years earlier. Illinois College started with a preparatory school in 1830⁴ and organized a college class in 1831, with the Rev. Edward Beecher

¹ Cf. McLAUGHLIN, *History of Higher Education in Michigan*, chaps. iii-v.

² Presumably Monroe county. I follow here the account by DR. SAMUEL WILWARD, published in the *Fifteenth Biennial Report of the Superintendent of Public Instruction of the State of Illinois* [1882-1884].

³ "The prejudices that defeated it (the proposed charter for Illinois College, in 1830) were so absurd that we can hardly realize the potent influence they then possessed. The most prominent argument was the alleged discovery that Presbyterians were planning to gain undue influence in our politics, and were proposing to control the government of the state in the interest of Presbyterianism."—JULIAN M. STURTEVANT, *An Autobiography*. New York, Chicago, Toronto, 1896, p. 178.

⁴ "Three or four of the pupils had already made some progress in the acquisition of the Latin language and were looking forward to a collegiate education and to the Christian ministry. One or two more manifested a desire to commence classical

as president. Instruction began in the McKendreean College (founded at the suggestion of Peter Cartwright) in 1828; though the first college class was not graduated till 1841. At the same time an effort was making to establish a college of the Christian church at Jonesboro. After encountering much difficulty, these four colleges, by a united effort, secured incorporation from the legislature in a single act passed in 1835. From that time the colleges greatly encouraged and promoted the development of secondary schools in the state. The Jacksonville Female Academy was incorporated in 1834. Before 1840, thirty additional academies had been incorporated, under various names, including five schools for girls.

The legislature of 1840-1, in granting charters to several academies, gave to three of them the privilege of receiving public money on the presentation of proper schedules, such as were required of the common schools. This practice does not seem, however, to have become common. Within the following decade several strong secondary schools were established in the state; and the preparatory departments of colleges, commonly bearing the name *academy*, helped to fix the standards of instruction in such institutions.

In Louisiana, Rapides Academy, incorporated in 1819 under the name of Rapides College, was the forerunner of a state seminary of learning and military academy established by charter in 1853. This institution, in turn, was merged in the State University and Agricultural and Mechanical College after the war. The legislature of the state, in 1833, "provided for an academy in each parish, and appropriated fifty thousand dollars for their annual support."¹

Missouri, in 1839, provided for an elaborate state system of schools, consisting of a central university, with colleges and academies in different parts of the state. But the scheme was too elaborate and expensive and was never carried out.²

In Iowa, numerous academies and seminaries were incorporated during the territorial period, but the most of them seem to have had an existence on paper only. One, however, grew into a fairly strong institution, and has continued to exist to the present time. This is the Denmark Academy, established in 1843. It rose on the ruins of a study. The rest wished to pursue rudimentary branches only. . . . There was then no school in the state at which a youth could have prepared for college." *Idem*, pp. 166, 167.

¹ BLACKMAR, *op. cit.*, pp. 272, 274-275.

² BLACKMAR, *op. cit.*, p. 286.

chimerical scheme for a "Philandrian College," and was for a long time the only incorporated academy in Iowa.¹

The constitution adopted when the state was admitted into the Union, in 1846, provided for a university "with such branches as the public convenience hereafter demand." Two such branches were authorized in 1849, one at Fairfield and the other at Dubuque; but the constitution adopted in 1857 discontinued all such branches.²

The early academies of Wisconsin seem generally to have been incipient colleges. Milton Academy, opened as a select school in 1844, incorporated in 1848 as Du Lac Academy, had a prosperous career, and developed into Milton College in 1867. Lawrence University was in existence as an academy from 1849 to 1853, when it first began regular college work. The State University of Wisconsin began operations in February 1850 as a preparatory department. The first university class was not organized till several months later in the same year.³

About this time secondary education was getting under way in Florida. We are told that in 1840 there were in the territory eighteen academies and grammar schools. The congressional land grant for a "seminary of learning" was not employed, when Florida was admitted as a state, for the establishment of a state university; but instead it was provided by legislative action in 1851 that—

Two seminaries of learning shall be established, one upon the east, the other upon the west side of the Suwannee River, the first purpose of which shall be the instruction of persons, both male and female, in the art of teaching all the various branches that pertain to a good common school education; and next, to give instruction in the mechanic arts, in husbandry, and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizenship.

These two schools, the East Florida Seminary, located at Gainesville, and the West Florida Seminary, located at Tallahassee, in addition to other services, have been especially useful in promoting secondary education in the state.⁴

¹ PARKER, *Higher Education in Iowa*, pp. 124, 125.

² BLACKMAR, *op. cit.*, pp. 290-292. "These branches, however, were to be, practically, two independent state universities." PARKER, *op. cit.*, p. 77.

³ Cf. ALLEN AND SPENCER, *Higher Education in Wisconsin*.

⁴ For a number of the states there is but little historical material readily accessible, relating to secondary education. I have made free use of the occasional notes relating to this grade of instruction found in BLACKMAR'S interesting report. The Bureau of Education at Washington has in manuscript and ready for the printer mono-

It will be observed that, while many schools of many kinds grew up in the course of the period we have had under consideration, the prevailing type of secondary school has been the academy. The difference between the academies and the grammar schools which preceded them is not always clearly marked. The broad, general distinctions between the two types are, however, easily traced. The grammar school was more generally a school for a single community ; the academy was intended to serve a widely scattered constituency. The grammar schools were frequently under the control of a town, as exercised by the customary agencies of town authority ; the academies were generally incorporated institutions, were often well endowed, were managed by boards of trustees, and these not from a single town but from several scattered communities. The grammar schools were generally intended, as has been stated before, to fit their pupils for entrance into the colleges ; the earlier purpose in the founding of academies seems to have had no reference to the higher institutions. They were intended simply to offer a good course of schooling of advanced grade to the young people within their reach, with special reference, also, to moral and religious culture.

The Phillips Academy at Andover, the first to be incorporated in Massachusetts, is looked upon as in some sort the patriarch of the New England academies. The independent function proposed for this school is indicated by the "constitution" adopted by the founders, in which the purpose of its establishment is distinctly stated : It is to be "a public free SCHOOL OR ACADEMY for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences wherein they are commonly taught ; but more especially to learn them the GREAT END AND REAL BUSINESS OF LIVING." Further on in the same instrument we read : "And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared that the *first* and *principal* object of this Institution is the promotion of true PIETY and VIRTUE ; the *second*, instruction in the English, Latin, and Greek Languages, together with Writing, Arithme-

graphs on the history of education in the States of New Hampshire, Vermont, Mississippi, Louisiana, Arkansas, and some others. It is to be hoped that Congress will make an appropriation in the near future for the publication of these much-needed documents. Of the original states, New Jersey is most conspicuously lacking in published annals of her educational history. Much historical material has been collected by William R. Weeks, Esq., of Newark, the publication of which is expected within a year or two, and will be awaited with great interest by students of our educational beginnings.

tic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other liberal Arts and Sciences or Languages, as opportunity and ability may hereafter admit, and as the TRUSTEES shall direct." The same words appear in the act of incorporation of the Phillips Academy at Exeter,¹ and similar ends were sought in the founding of other academies.²

It is to be observed, however, that there was a marked tendency on the part of these schools to draw near to the colleges. They were naturally influenced by the ideals and purposes of the grammar schools, many of which were still in existence. Their masters had, not infrequently, had earlier experience of grammar school training, both as pupils and as teachers. Master Moody, the first teacher of the Dummer School, had been teacher of the grammar school of York, Me. It was said of him that "To fit his boys for college and to fit them well was his ambition and pride, and though a majority of his pupils stopped short of the collegiate course, still, he believed, that even for them there was no other discipline of equal value." It may be said, however, that the Dummer School was designated as a grammar school in the will of its founder, and did not take the name "academy" until it was incorporated in 1782. The announcement of the Dummer Academy for 1895-6 states that "The object of the school is to prepare boys for college, with special reference to the requirements for admission to Harvard and Yale Universities, and for the Massachusetts Institute of Technology."

As the movement toward the establishment of public high schools got well under way, the academies tended more and more to take the

¹ In the catalogue of this academy for 1894-5 the simple statement is made that "the object of this academy is to furnish the elements of a solid education."

² The independent character of the early academies is further emphasized by the contention which broke out here and there between a college party and an academy party. Cf. SHERWOOD, *University of the State of New York*, chapter ii; STEINER, *History of Education in Maryland*, chap. ii. Various causes seem to have combined to promote that discontent with the colleges which led to the advocacy of the academy cause as that of a rival institution. The narrow course of study in the colleges, their ecclesiastical character, the fact that they were remote from public control, all seem to have had a bearing upon the controversy. We may so far anticipate here as to say that, while the academies satisfied the want for a time, the conviction arose later that they, too, were inadequate. In certain particulars, then, they served as an intermediate stage in the progress of our school systems; they bridged the passage from the old grammar schools to the new high schools. In other particulars their contribution to our provision for the schooling of American youth was of a more permanent character, as is shown by the continued prosperity of a favored fraction of their number.

place of regular fitting schools for college, leaving the more general work of secondary education to the public schools. More recent foundations have been established, like the old grammar schools, for the express purpose of giving preparation for college. The Register for 1894-5 of the Lawrenceville School, established on the John C. Green foundation, at Lawrenceville, New Jersey, states that "Two considerations have contributed to the form and proportions of the course of study announced in this Register:

"1. The purpose to provide a training broad enough to prepare students for any American college or scientific school; 2. The desire to secure a generous and liberalizing development to each student, whatever his ultimate course may be."

It seems, then, that at the outset the academies were not intended as preparatory schools, and represented rather an independent educational movement; but as time went by they came into close relations with the colleges. But while the grammar schools simply followed the lead of the colleges, and sought to meet their requirements, there can be little doubt that the academies reacted at the first with some degree of influence upon the higher schools. We shall be better able to estimate the academy influence if we first consider the general character of the early instruction in these institutions.

The academies, like the grammar schools, gave instruction in the Latin and Greek languages, and to some extent in religion. They differed from the grammar schools in the freedom with which they added to this traditional curriculum. The most significant additions consisted of studies in the English language, particularly English grammar; and of certain branches of natural science. The first stage in the introduction of natural science into the curriculum was the laying of strong emphasis on the study of mathematics. The first of the ordinary branches of natural science to receive extended attention was "natural philosophy," of which astronomy was the most important part. These subjects appealed strongly to the public because of their practical value. In connection with mathematics, technical instruction was in many cases given in surveying; and in schools near the seaports it was not an uncommon thing to have navigation taught.

In English, mathematics, and natural science, it seems clear that some of the academies, at the close of the last century and for one or two decades thereafter, were far in advance of the requirements for admission to college. President Dwight made his academy at Greenfield Hill "not only preparatory to but parallel with the college

course."¹ Lewis Cass, in 1799, received from Phillips Exeter Academy a certificate to the effect that he had "acquired the principles of the English, French, Latin, and Greek languages, geography, arithmetic, and practical geometry;" that he had "made very valuable progress in the study of rhetoric, history, natural and moral philosophy, logic, astronomy, and natural law." Yet geography and arithmetic seem not to have been required for admission to Harvard College until 1803. In the early days of the college arithmetic had been a study for the senior year. The constitution of the Episcopal Academy, of Connecticut, adopted in 1796, provided that the following subjects should be taught in that institution: "The English Language, Philosophy, Mathematics, History, and every other science usually taught at colleges; likewise the dead languages, such as Greek and Latin."² The same influences which had led to the introduction of these studies into the academies soon brought them into prominence in the colleges; and it seems altogether probable that the example of the academies was influential in this change. Not to speak of other means by which this influence might have been brought to bear, the fact that some of the most successful academy teachers became in after years college professors, is not without significance.

In thus leading a movement toward a widening of the curriculum, the academies may well have drawn inspiration from their English namesakes. The course proposed in Milton's *Tractate* was very comprehensive: Latine (language and literature), Arithmetick, Geometry, Religion, Agriculture, Geography, Natural Philosophy, Greek (language and literature); Astronomy, Trigonometry (together with Fortification, Architecture, Enginery or Navigation); the History of Meteors, Minerals, Plants and Living Creatures as far as Anatomy; the Institution of Physick; Ethicks, Economics, the Italian Tongue (easily learnt at any odd hour), Politicks, Law, and legal Justice; Theology, Church History, the Hebrew tongue (whereto it would be no impossibility to add the Chaldey, and the Syrian Dialect); Logic, Rhetorick, Poetry. It was, to be sure, a programme for an academy conceived as covering the full range of the secondary school and the university up to, but not including, the schools of particular professions. But no wonder the author adds: "Only I believe that this is not a Bow for every man to shoot in that counts himself a Teacher; but will require sinews almost equal to those which Homer gave Ulysses."

¹ STEINER, *op. cit.*, p. 136. BELL, *Phillips Exeter Academy in New Hampshire*, p. 25.

² STEINER, *op. cit.*, p. 57.

Some of the schools actually established by the Dissenters were universities in little. Their masters were men of university learning, moved by a strong desire to teach. They seem not to have kept themselves within narrow limits, but rather to have let their brimming cup of knowledge overflow for the benefit of the young men who resorted to them. Mr. Woodhouse, at Sheriffhales, lectured on logic, anatomy, mathematics, natural philosophy, ethics, and rhetoric, in addition to studies in Latin, Greek, and Hebrew, and in English composition. Theological reading was marked out for students destined for the ministry, and once a week an appropriate lecture was read to those preparing for the practice of law; and, in addition, "all the classes were exercised at times in land surveying, dialling, making almanacks, and dissecting animals."¹

Whether the American academies exerted much or little direct influence on the American colleges, there can be no doubt of the magnitude of their services in other directions. In a day when it was difficult to secure even moderately well-prepared teachers for the elementary schools, the academies were looked to for improvement in this respect. We have seen that one reason urged by Franklin for the establishment of the academy at Philadelphia was "that a number of the poorer sort will hereby be qualified to act as schoolmasters in the country." We may well imagine that the need was great when this proposal was regarded as a step in advance.²

¹ *The Quarterly Journal of Education*, I, p. 51. It is interesting to note the changes which English institutions underwent in being transplanted to this soil. We have seen that the American grammar school was regarded as a mere feeder of the colleges to a much greater extent than was true of the grammar schools of England. The American academies were for the most part free from the theological bent of the English non-conformist schools, though offering, like them, a wider range of studies than the grammar schools afforded. Later the academies of this country drew near to the universities in a way that was impossible under the conditions obtaining in England. Certain schools which sprang up in this country in the second and third quarters of the eighteenth century, and have been treated hitherto in these articles as modified grammar schools, may perhaps, with better reason, be regarded as resulting from conscious imitation of the academies of the English dissenters. Such were, very likely, the Log College and its numerous progeny; and such may have been some of the schools referred to in the footnote to page 282 (May number, 1897). To this class doubtless belongs the West Nottingham Academy in Maryland, founded in 1741 by the Rev. Samuel Finley (later president of Princeton College), closed from the Revolution to 1812, then reopened as a chartered academy, and continued to the present day. It is not probable that it bore the name *academy* until its charter was secured in 1811.

² Governor Worthington, of Ohio, in 1817, recommended that a free school be

Again and again we find the establishment of academies urged on the ground of the need of better teachers in the elementary schools. In 1830 a seminary was opened in connection with the Phillips Academy, at Andover, by Samuel R. Hall, for the special preparation of teachers for the common schools. Horace Mann visited and studied this school when he was engaged in furthering the state normal school movement. The Regents of the University of New York, in their annual report for 1821, say of the academies: "It is to these seminaries that we must look for a supply of teachers for the common schools." In 1833 teachers' classes were instituted in these New York academies. Repeated efforts were made in Pennsylvania to make the academies answer the purpose of normal schools.

Finally, when the organization of state normal schools began in 1839, the institution that came into being was an academy without foreign languages, in which students were instructed in the various subjects, with especial reference to the consideration that they were in their turn to teach the same subjects to others.

Not only were the academies the direct forerunners of the normal schools; they led the way also to the higher education of women. About the time that academies began to be founded in New England, the old-time prejudice against the admission of girls to the elementary schools was breaking down. Women had begun to be employed as teachers, and the Massachusetts law of 1789 recognized their employment in that capacity. Greenfield Hill, Leicester, Westford, and others of the early academies were co-educational schools. Bradford Academy, co-educational at first, became finally a school for girls only. It was in this school that Mrs. Emma Willard, before her marriage, gained her early experience in teaching. Her writings on the subject of the education of girls commanded attention, and she was made principal of a seminary for girls at Troy, N. Y., which brought on the innovation of giving aid to "female academies" from the literary fund of the state. The first regular girls' academy in New England was the Adams Academy at Derry, N. H., incorporated in 1823. The Andover academy continued to be a school for boys, but the Abbott Academy, a girls' school in the same town, was chartered in 1829. The first girls' academy in Massachusetts, that at Ipswich, had been incorporated established at the capital of the state "to educate, at same expense, the sons of poor parents (no other) for teachers." Quoted by MAYO, *Education in the Northwest during the first half century of the Republic*. Report of the Commissioner of Education, 1894-5, p. 1531.

the preceding year. Mary Lyon, after some years of noble work in this school, went from it to found Mount Holyoke Seminary, the pioneer institution in the separate higher education of women in this country.

The strong religious bent of the academies has already been referred to. Generally speaking, they were not founded for the immediate theological purpose which was uppermost in the organization of the schools of the non-conformists in England. Yet the claim is made, and apparently with good reason, that the first theological seminary in the land was the direct outgrowth of the Phillips Andover Academy. Dr. Bancroft, the principal of this Academy, says of the Andover Theological Seminary: "It claims to be the first regular theological seminary distinctively and exclusively organized for the theological training of ministers of Protestant churches in the United States."¹ It seems clear that the idea not only of general religious instruction but of provision for the direct preparation of young men for the ministry was entertained by the founders of the Academy from the outset; and a theological professor was employed for some years before the theological seminary was established. Before the seminary proper was opened, in 1808, Protestant theological institutions had been established at New Brunswick, New Jersey, Xenia, Ohio, and Bethlehem, Pennsylvania; and a Catholic seminary at Baltimore.

The discipline of the academies seems to have been, even in the earlier days, of a milder character than that of the old grammar schools. Many of these schools drew their pupils largely from country districts, and had a large clientele marked with great moral earnestness and thirst for knowledge. Brothers and sisters not infrequently went to the same school. The academies were, moreover, often fortunate in having for their principals young men of ability and aptitude for teaching, who afterwards distinguished themselves in higher schools or in other walks of life. This is the bright side of the picture. We read on the other hand of academies in which corporal punishment was freely employed. There was no means by which excellent teachers could be guaranteed to any school. In the absence of any general supervision, the weaker and more remote schools were peculiarly liable to disadvantages in the selection of principals and instructors. It is surprising that so many men of high character and attainments found their way into these positions. Doubtless the solid endowments of many of these schools, and the fact that most of them

¹ See BUSH, *History of Higher Education in Massachusetts*, p. 236 ff.

had a large constituency, contributed to this end. It is the good fortune of the early academies that, so many teachers of the better sort having been at one time and another employed in them, they won and have continued to hold a most honorable name in our educational history.

The studies pursued in these schools have been briefly enumerated. The subject calls for some further consideration. The course of study in the earlier schools was not clearly formulated. In this respect the history of the Phillips Exeter Academy is instructive. "In the year 1808 a very decided forward step was taken in the organization of the Academy. The qualifications for admission with a view to an English education were defined, and apparently considerably raised; the head master was vested with the title of principal; a professorship of mathematics and natural philosophy was established, with a competent salary; it was voted expedient to reduce the number of classes and to establish a uniform system of classification The standing and popular estimate of the academy had, in the year 1818, risen so high that it became necessary to define anew the course of study, to draw a strict line of distinction between the English and classical departments, and to adopt more stringent regulations in respect to the reception of pupils The department of languages was to comprise three classes, or years, for preparation to enter college, and an advanced class to prosecute the studies of the first collegiate year. The course of English study was also to occupy three years. Theological instruction was to be given by the Rev. Mr. Hurd, and sacred music was to be taught."¹

The full course of study, as adopted in 1818, is given by Mr. Bell; and it is of sufficient interest to warrant its reproduction in full. It is as follows :

CLASSICAL DEPARTMENT

For the First Year—Adam's Latin Grammar; Liber Primus, or a similar work; Viri Romani, or Cæsar's Commentaries; Latin Prosody; Exercises in Reading and making Latin; Ancient and Modern Geography; Virgil and Arithmetic.

For the Second Year—Virgil; Arithmetic and Exercises in Reading and making Latin, continued; Valpey's Greek Grammar; Roman History; Cicero's Select Orations; Delectus; Dalzel's Collectanea Græca Minora; Greek Testament; English Grammar and Declamation.

¹ BELL, *op. cit.*, pp. 26, 28.

For the Third Year—The same Latin and Greek authors in revision; English Grammar and Declamation continued; Sallust; Algebra; Exercises in Latin and English translations, and Composition.

For the Advanced Class—Collectanea Graeca Majora; Q. Horatius Flaccus; Titus Livius; Parts of Terence's Comedies; Excerpta Latina, or such Latin and Greek authors as may best comport with the student's future destination; Algebra; Geometry; Elements of Ancient History; Adam's Roman Antiquities, etc.

ENGLISH DEPARTMENT

For admission into this department the candidate must be at least twelve years of age, and must have been well instructed in Reading and Spelling; familiarly acquainted with Arithmetic, through Simple Proportion with the exception of Fractions, with Murray's English Grammar through Syntax, and must be able to parse simple English sentences.

The following is the course of instruction and study in the English Department, which with special exceptions, will comprise three years.

For the First Year—English Grammar, including exercises in Reading, in Parsing, and Analyzing, in the correction of bad English; Punctuation and Prosody; Arithmetic; Geography, and Algebra through Simple Equations.

For the Second Year—English Grammar continued; Geometry; Plane Trigonometry and its application to heights and distances; mensuration of Sup. and Sol.; Elements of Ancient History; Logic; Rhetoric; English Composition; Declamation and exercises of the Forensic kind.

For the Third Year—Surveying; Navigation; Elements of Chemistry and Natural Philosophy, with experiments; Elements of Modern History, particularly of the United States; Moral and Political Philosophy, with English Composition, Forensics, and Declamation continued.¹

The growth of public high schools affected the academies in various ways. Many of the weaker sort languished and finally died or were transformed into high schools. The stronger schools maintained their place without difficulty. It was evident that the older institution was not to be wholly supplanted by the newer. The academies met what was still an imperative need of American education. Various interpretations have been offered of the need which accounts for their con-

¹ *Op. cit.*, pp. 93, 94.

tinued prosperity. We will pass on now to a study of the development of the high school and will give some consideration to this problem of the relation of the two institutions to each other.

NOTE.—It has been found necessary, in the preparation of this paper, to pass over some of the most interesting portions of the history of our secondary education. I have collected considerable material relating to the establishment of schools by religious bodies—Roman Catholics, Episcopalian, Presbyterians, Methodists, and others; but it is still too fragmentary for the purposes of general treatment of the subject. The establishment of technical and vocational schools of secondary grade, including our earlier normal schools, has been omitted from consideration for the reason that they could not have been included without spinning out the paper to too great length. So, too, those remarkable movements, which must impress every student of our early educational history, the founding of monitorial schools on the principles of Lancaster and the widespread attempt to found "manual labor schools" on the principles of Fellenberg, have been disregarded in the interest of compact treatment of manageable material; and only a brief reference has been made to the beginnings of secondary education for girls. But if the limits were not set where they are, they must have been set as arbitrarily somewhere else: if we built no fences our field would cover all the world.

ELMER E. BROWN

THE UNIVERSITY OF CALIFORNIA